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ABSTRACT

This report identifies issues and offers recommendations concerning the development of all three sectors of Iowa's higher education community (community colleges, independent colleges and universities, and regent colleges and universities). The report first outlines the educational environment within Iowa in terms of demographic, educational, economic, and fiscal factors. Next, the report states Iowa's commitment to higher education and presents its mission statement for the future in providing access and choice among higher education programs of preeminent quality. Strategic issues are identified in the areas of quality, accountability, sector roles/coordination, access/choice, resource management, and support of economic development, social, and cultural needs. For each area the report presents goals, objectives, and recommended strategies and the action plans needed to implement the strategy. Action plans are proposed which would create several task forces whose jobs it will be to fulfill objectives in the areas of quality, accountability, and accessibility and choice. An appendix describes each of the three higher education sectors in Iowa. (GLR)

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Strategic Plan for Iowa Higher Education

Iowa Higher Education Strategic Planning Council

March 1993

HE 026 542

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Iowa Higher Education Strategic Planning Council

To the Governor, the Legislature and the Citizens of Iowa:

Iowa's higher education system is crucial to the economic vitality and exceptional quality of life in the State. Higher education helps all Iowans be participative citizens; it prepares individuals to enter the professions through which they make their livelihoods and contributions to society; and it helps people reach their highest potential as individuals. Furthermore, higher education is a major component of the State economy. Iowa higher education institutions infuse over $2.5 billion into Iowa's economy every year. Higher education is truly one of Iowa's greatest assets.

But higher education, both here and around the country, is at a crossroads. Iowans demand and receive excellence from their higher education institutions. But while our colleges and universities, both public and private, continue to strive for world class quality in their programs, the State is experiencing revenue shortfalls and increased demands for public expenditures. With public funding to higher education representing more than 19 percent of total general fund expenditures, there are growing pressures on higher education to demonstrate accountability in order to justify increases in State appropriations.

Each sector of Iowa higher education is aware of these pressures and is examining ways to address them. Recognizing that solutions should be achieved cooperatively, the Governor and the Legislature created the Higher Education Strategic Planning Council with representation from all three sectors of Iowa higher education to identify and seek resolution for the major issues confronting Iowa's higher education system and to chart a course for its future.

The Council used as a foundation for its task the existing current studies of Iowa higher education, as well as the planning efforts conducted by many Iowa higher education institutions. Building upon these efforts, the Council created a plan designed to help Iowa's higher education system achieve its maximum potential.

The strategic plan presented herein represents the results of the Council's work to date. Because this plan is intended to express and address the concerns of the citizens of Iowa, the Council asks for your comment and welcomes your suggestions. The plan charts some bold approaches to deal directly with key issues. The issues are not new, but the approaches are. If implemented, they will break new ground and put Iowa in the forefront of the movement to preserve quality while demonstrating accountability in higher education. The plan is intended to provide a path and a process to lead Iowa into the twenty-first century. As all plans, it will evolve as time and circumstances require.

This document is deliberately short, concise, and to the point. It should be read, and digested in its entirety. The issues are clear, as should be their solutions. Everyone who is concerned with improving, enhancing, and fully utilizing Iowa higher education should read and understand this plan. The Council believes that it will help preserve the great and proud tradition of excellence in higher education, a tradition that all Iowa citizens must enhance and pass on to future generations.

Iowa Higher Education
Strategic Planning Council
March 1993

Preface

Higher education has long been a top priority to Iowans, and Iowans are proud of their State's tradition of excellence in higher education. However, higher education is increasingly facing an environment of resource constraints, even as the costs associated with providing quality higher education rapidly escalate. The Higher Education Strategic Planning Council (the Council) was created to determine how to sustain and enrich the high quality of Iowa higher education in this rapidly changing environment.

The creation of the Council is the culmination of several efforts by policymakers and educators to maintain and enhance Iowa's great and proud tradition of excellence in higher education and to plan for its future. In 1988, a historic joint meeting took place among the State Board of Regents, the Iowa Board of Education, the Iowa Association of Independent Colleges and Universities, and the Iowa College Student Aid Commission. This meeting represented the first time that key members of Iowa's three higher education sectors joined together to work toward the common goal of examining and improving our higher education system. These Boards agreed on the need for greater cooperation and coordination among Iowa's three sectors of higher education. They further agreed on the importance of strategic planning in preparing for higher education's future.

As a result of this meeting, The Boards established an Iowa Post Secondary Education Study Committee which commissioned two studies. ``Overarching Public Policy Issues Facing Post Secondary Education in the State of Iowa'', released in January 1989, reviewed public policy issues pertaining to access, articulation, financing, and accountability and quality. ``Process for Policy Development and Coordination in Iowa'', also released in January 1989, recommended that an Iowa Post Secondary Strategic Planning Council be created to develop and coordinate higher education policy in Iowa. Recognizing the need for accurate, consistent, and readily available information about higher education in Iowa, the Committee also developed and published a Profile of Post Secondary Education in Iowa and established a data base of detailed technical information on Iowa higher education that is maintained and updated on an ongoing basis.

Also in 1988, a Legislative Task Force was created to develop recommendations for the future of the Iowa higher education system. In its report, ``Challenge to Change'', released in December 1989, the Task Force identified four themes of required focus: access, responsiveness, quality and accountability, and coordination.

Major strategic planning efforts also have been undertaken by many of Iowa's higher education institutions and governing bodies, including the Board of Regents and Regent Universities, the State Board of Education, the Iowa Association of Community College Trustees, and many of the individual community colleges and independent colleges and universities.

In response to these events and in recognition of the importance of higher education to the future of Iowa, the Iowa General Assembly at the Governor's request created the Higher Education Strategic Planning Council in 1990. According to the statute creating the Council, its purpose is to ``develop strategic plans for the advancement of higher education institutions in the state'' (Senate File 2430). The Council also is required by statute to submit annual reports regarding its responsibilities and activities to the Governor and the General Assembly.

The Council consists of seven voting members, appointed by the Governor and approved by the Senate, including:

- One public member, who serves as chairperson
- Two members representing each of the three higher education sectors:
  - Community Colleges
  - Independent Colleges and Universities
  - Regent Universities

The members of the Council are listed in Figure 1.

The Council is assisted in its efforts by a Work Group of representatives from each of the three sectors of higher education. Both the Department of Education and the Board of Regents contribute additional staff support. The Iowa College Student Aid Commission serves as Recorder and Fiscal Agent to the Council, and the management consulting firm KPMG Peat Marwick facilitated the Council's initial strategic planning process. The individuals involved in these efforts are also listed in Figure 1. The Council gratefully acknowledges the indispensable support of all of these individuals.

FIGURE 1
HIGHER EDUCATION STRATEGIC PLANNING COUNCIL

	Voting Members	Work Group	Staff Support	Recorder & Fiscal Agent	Consulting Assistance
Community Colleges	Marcia Dudden, Member, State Board of Education Gene Gardner, President, Southeastern Community College	Bill Lepley, Director, Department of Education	Joann Horton, Administrator, Community College Division, Department of Education		
Independent Colleges and Universities	Barbara Gentry, Member, Drake University Board of Trustees John Hartung, President, Iowa Association of Independent Colleges and Universities	John Hartung, President, Iowa Association of Independent Colleges and Universities	Jay Davidson, Research Consultant, Iowa Association of Independent Colleges and Universities		
Regent Universities	Marvin Pomerantz, President, Board of Regents Mary Williams, Member, Board of Regents	Wayne Richey, Executive Director, Board of Regents	Robert Barak, Deputy Director, Board of Regents Carol Kominski, Director of Planning and Policy Analysis, Board of Regents		
Public	William A. Anderson Chair, Public Representative			Gary Nichols, Executive Director Iowa College Student Aid Commission	KPMG Peat Marwick

Mission of the Higher Education Strategic Planning Council

The Mission of the Higher Education Strategic Planning Council is to continue Iowa's tradition of excellence in higher education by developing an overall strategic plan for the future of higher education in Iowa, by encouraging and integrating the strategic planning efforts at all Iowa's higher education institutions, and by increasing cooperation and coordination among Iowa's three sectors of higher education.

Strategic Plan for Higher Education
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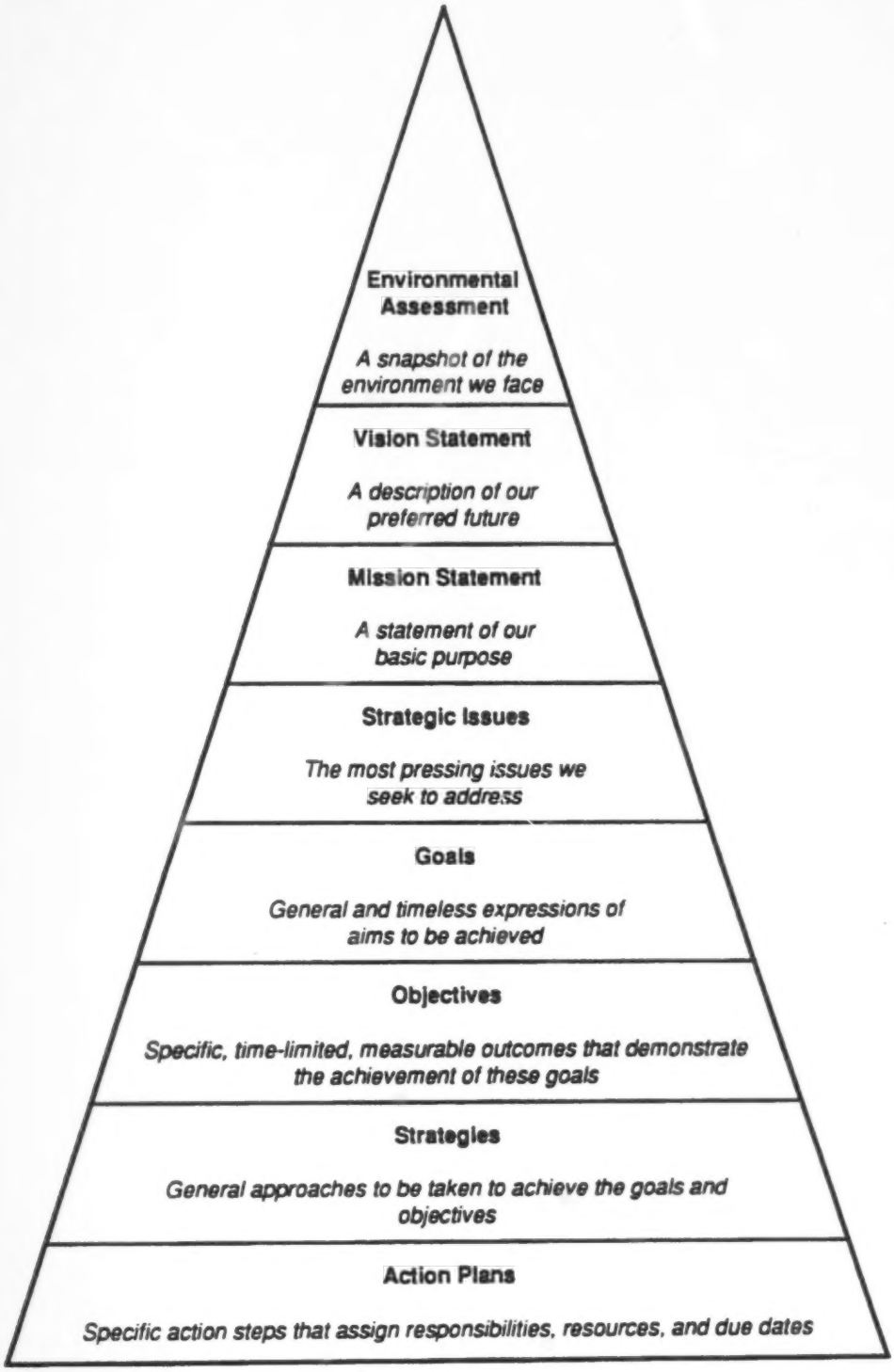
FIGURE 2
STRATEGIC PLAN COMPONENTS


Environmental Assessment
A snapshot of the environment we face
Vision Statement
A description of our preferred future
Mission Statement
A statement of our basic purpose
Strategic Issues
The most pressing issues we seek to address
Goals
General and timeless expressions of aims to be achieved
Objectives
Specific, time-limited, measurable outcomes that demonstrate the achievement of these goals
Strategies
General approaches to be taken to achieve the goals and objectives
Action Plans
Specific action steps that assign responsibilities, resources, and due dates

The Council recognizes that while many strategic planning methodologies exist, each organization undergoing strategic planning must employ an approach which is tailored to its unique characteristics and needs. The Council's own strategic planning process is based on the following premises:

- Much analysis and evaluation of Iowa's higher education system has taken place in recent years. The Council's strategic plan for higher education in Iowa will build upon rather than duplicate these research efforts.

- Most of Iowa's higher education institutions are active in strategic planning. The Council's overall strategic plan will synthesize and integrate the priority issues which emerge as common themes across the sectors.

- One of the goals of the Council is to increase coordination and cooperation among Iowa's three higher education sectors. The Council's planning process and the resulting strategic plan will emphasize this theme (Descriptions of each of the three sectors appear in the Appendix).

- Iowa citizens are key constituents in the strategic planning process for Iowa higher education. Statewide public hearings were conducted to provide Iowans with the opportunity to review and comment on the strategic plan in draft form.

As illustrated in Figure 2, a strategic planning process has many components, or building blocks, which are developed incrementally to form the strategic plan. The Council's strategic planning process was organized according to these components.

The Council first drew on existing research efforts to develop an **Environmental Assessment** of demographic, educational, economic, and fiscal trends and their implications for Iowa higher education. This assessment provides the common data base that is the foundation for any strategic planning process.

The Council next developed and adopted a **Vision Statement**, describing the preferred future for higher education in Iowa, and a **Mission Statement** describing the basic purpose of the Iowa higher education system. The Mission Statement also describes the unique role of each of Iowa's three higher education sectors.

Next, the Council identified six **Strategic Issues** which represent the most pressing issues facing Iowa higher education. The Council built on the issues identified by recent studies of the Iowa higher education system, the strategic plans of Iowa's higher education institutions, and the environmental assessment in identifying these strategic issues.

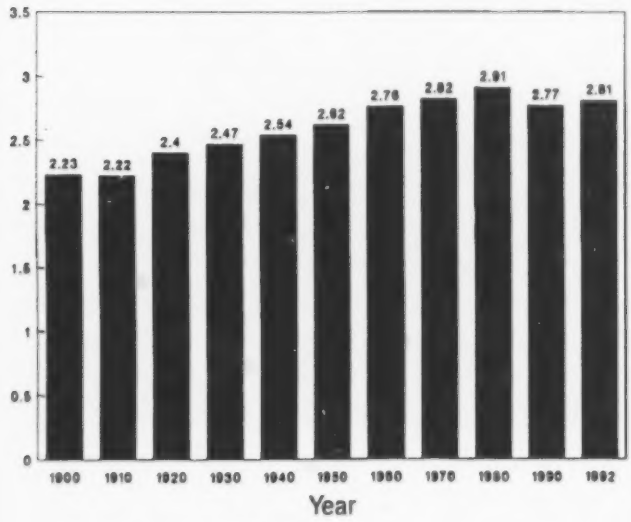
The Council then worked to identify **Goals** within each of the issue areas that are general and timeless expressions of aims to be achieved. For each goal the Council further developed **Objectives**, or specific, time-limited, measurable outcomes that demonstrate the achievement of those goals, and **Strategies**, or general approaches to be taken to achieve the goals and objectives. The last step of the strategic planning process is the development of **Action Plans**, or specific action steps that assign responsibilities, resources, and due dates for implementation of the plan. The action plans become the vehicle through which the strategic plan is implemented. Each of these components of the Council's strategic plan for higher education in Iowa is presented in the remaining pages of this document.

Environmental Assessment of *Demographic* Factors

Key Data and Trends

- Iowa population declined in the 1980's but has increased from 1990 to 1992 and is expected to increase slightly throughout the 1990s.
  - Peaked in 1980 at 2.91 million
  - Decreased by 5% between 1980 and 1990
  - Increased by 1.3% between 1990 and 1992 from 2.77 million to2.81 million
  - Grew only in 7 of 99 counties, primarily in urban areas
- Counties with population growth in last decade:
  - Dallas
  - Henry
  - Johnson
  - Marion
  - Polk
  - Storey
  - Warren

Iowa Population Data



Source: U.S. Census Bureau
Numbers shown in millions

Implications for Iowa Higher Education

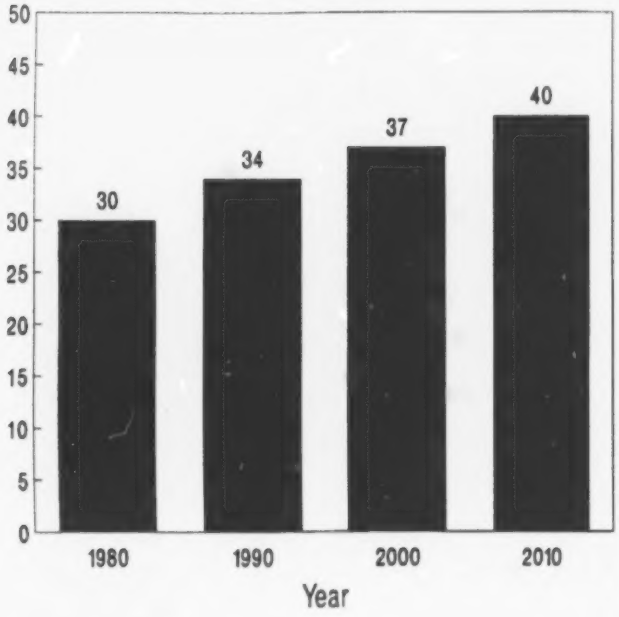
- The traditional-age-group student population is expected to remain stable but may increase slightly toward the end of the decade.
- Population is expected to grow again after a decade decline of 5%. This growth will be reflected in the need to educate both an increasing and an aging population.
- Population growth will be uneven and may be largely concentrated in metropolitan areas. The potential for enrollment growth may be almost entirely in urban areas.

Environmental Assessment of *Demographic* Factors (continued)

Key Data and Trends

- Iowa population is aging
  - Median age increased from 30 in 1980 to 34.8 in 1992
  - Number of Iowans 65 and over increased from 388,990 in 1980 to 436,640 in 1992, an increase of 12.2%
  - Average age is projected to grow to 40 years by 2010

Iowa Median Age Data



Source: U.S. Census Bureau
Woods and Poole Economics, Inc.

Information for 2000 and 2010 is projected

Implications for Iowa Higher Education

- There will be greater competition for state and federal funding from health care and other services required by an aging population
- Enrollment of students in non-traditional age groups is anticipated to grow
- Older Iowans should become a targeted group for continuing education, training, and retraining. Continuing education for older Iowans will include development and improvement of cognitive, affective, and psychomotor abilities

Environmental Assessment of *Demographic* Factors (continued)

Key Data and Trends

- Iowa population is becoming more culturally diverse, but is still predominantly white

  - Minorities increased from 2.6% of population in 1980 to 3.4% in 1990.

  - Asian population more than doubled from 11,600 in 1980 to 25,500 in 1990 (0.4% to 0.9%)

  - Hispanic population increased from 25,500 in 1980 to 32,600 in 1990 (0.9% to 1.2%)

  - Black population grew from 41,700 in 1980 to 48,100 in 1990 (1.4% to 1.7 %)

  - White population declined from 2,839,200 in 1980 to 2,683,100 in 1990 (97.4% to 96.6%)

	1980		1990	
	Number	Percent	Number	Percent
White	2,839.2	97.4	2,683.1	96.6
Black	41.7	1.4	48.1	1.7
Asian	11.6	.4	25.5	.9
Hispanic*	25.5	.9	32.6	1.2

Population in Thousands
*Hispanic origin duplicates race/ethnic count sources.
Note: Percentage figures do not sum to 100 due to rounding.

Source: U. S. Census Bureau

Implications for Iowa Higher Education

- Iowa students and faculty are predominantly white

- Cultural diversity at most Iowa higher education institutions is not likely to increase significantly without efforts to recruit and retain minority and international students.

- Recruitment, development, and retention of minority faculty is critical to expanding curriculum to support cultural diversity and student success

Key Data and Trends	Implications for Iowa Higher Education
National	
• The rapid pace of technological and social change has created a national trend toward lifelong learning Source: Years of Challenge, NACUBO	• Increases are anticipated in enrollments among non-traditional age groups and in non-degree programs
• Over the next several years, the physical labor-intensive jobs will decline, yet the demand for people to fill highly skilled jobs will grow. - Approximately a third of all new jobs in the year 2000 will require an associate degree or higher - More than 50% of new jobs in the year 2000 will require more than a high school diploma Source: *Work Force 2000*	• There will be increased demand for technical programming at the postsecondary level to respond to rapid change. Colleges will need to respond to increasing demands from business and human service industries for individuals with critical thinking skills as well as technological expertise
• States are increasingly requiring higher education institutions to conduct outcomes assessment to assist accreditation, budget decisions, and policy and program improvement and formulation Source: *Chronicle of Higher Education*	• Higher education will have increasing demands to develop performance indicators that demonstrate accountability

Key Data and Trends

Iowa

- The quality of education in Iowa is high
  - Average ACT scores in Iowa are 21.7, while the national average is 20.6
  - Iowa ties Wisconsin for the highest average ACT score among the 27 states using the ACT to test high school seniors

Source: *Chronicle of Higher Education*

- Education patterns of Iowans compared to the national averages:

	Iowa	U.S.
Percent of high school graduates pursuing postsecondary education	69%	59%
Percent of adult population with high school degrees	80%	75%
Percent of adult population with four year college degrees	17%	20%

Source: Chronicle of Higher Education Almanac, Vol. 39, No. 1, August 1992.

Implications for Iowa Higher Education

- Iowans have high expectations for quality in higher education

- Considerable potential exists in Iowa for increased participation in higher education programs, especially four-year degree programs

Key Data and Trends

- Iowa higher education institutions attract a significant percentage of students from out-of-state

	Resident	Non-Resident
Community Colleges	95%	5%
Independent Institutions	62%	38%
Regent Universities	75%	25%
AVERAGE	77%	23%

Source: Information Digest of Postsecondary Education Iowa 1990-91.

- Economic development is an important focus for Iowa higher education institutions

  - Iowa public and private colleges and universities spent $232 million on research in fiscal year 1990

  - Since 1987 Regent universities have issued 141 patents, have accounted for 780 patent disclosures, and have had 120 licenses executed.

Source: Chronicle of Higher Education Vol. 39, No. 1, August 1992

  - A total of 49,189 new jobs have been established between 1983 and 1992 under the auspices of the Industrial New Jobs Training Act administered through community colleges.

  - Between 1989 and 1992 17,690 Iowans were retrained through the Iowa Retraining project in cooperation with the community colleges.

Source: Iowa Department of Economic Development

Implications for Iowa Higher Education

- Higher education attracts out-of-state dollars to the Iowa economy

- Higher education will continue to be expected to contribute to economic development efforts through research, training, and community outreach

- Higher education will continue to be seen as an avenue to career and economic advancement for individuals

Key Data and Trends

- Graduates of Regent universities over the last five years have received 21,375 job offers under the auspices of university job placement offices.

- Regent universities have directly benefitted the economy of the state by successful technology transfer efforts, patenting and licensing activities, and economic development efforts.

Source: Iowa Board of Regents.

- Since 1989, with the assistance of career development specialists on each campus, more than 30,000 graduates of independent colleges and universities have secured professional positions of their choice. Over this time period, more than 70% of the Iowa resident graduates have accepted positions within Iowa.

Source: Iowa Association of Independent Colleges and Universities

Implications for Iowa Higher Education

Key Data and Trends

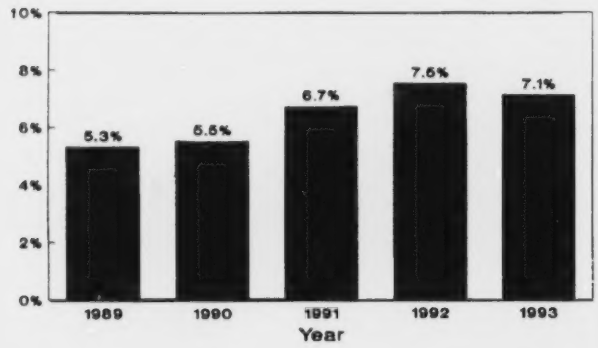
- The national economic downturn starting in 1989 continued into 1992 but various economic indicators point to a slow recovery in 1993.

  - National unemployment rates increased from 5.3% in 1989 to an estimated 7.5% for 1992. In 1993 the rate of unemployment is expected to decline slowly to average 7.1%

- The state economy is healthy. Although real personal income for Iowans declined by .9% in 1991 it is expected to rise by 2.3% in 1992.

  - Iowa unemployment in November, 1992 was 3.6% vs. 7.2% nationally. Average Iowa unemployment for 1992 was 4.5% vs. 7.5% nationally.

National Unemployment Data



Source: Iowa Economic Forecast, published by Institute for Economic Research, December 1992; Department of Employment Services, December 30, 1992.

Implications for Iowa Higher Education

- Continued sluggishness in the national economy combined with huge deficit problems will mean continued constraints on federal funding

- While Iowa's economy is healthy, a major infusion of new state money to relieve federal shortfalls in support of higher education is not likely

- Iowa graduates will experience stable job placement rates in Iowa. A predicted national recovery will result in only a modest increase in the present low number of job openings nationwide

Key Data and Trends

- There is considerable unmet need for student aid in Iowa

	Unmet Need in 1990-1991
Community Colleges	$ 27.9 M
Independent Institutions	$ 68.8 M
Regent Universities	$ 22.0 M
TOTAL	$117.6 M

Source: Iowa College Student Aid Commission.

- Unmet need for student aid is expected to increase approximately 20% as a result of the Reauthorization of the Higher Education Act.
- Iowa higher education institutions annually infuse over $2.5 billion into their communities
- Student expenditures alone total over $1.1 billion

	Total Dollars Expended by Students in 1992-93
Community Colleges	$ 208 M
Independent Institutions	$ 497 M
Regent Universities	$ 463 M
TOTAL	$1,168 M

Source: Iowa Association of Independent Colleges and Universities

- Higher education institutions provide educational services and jobs to a large number of Iowans and others

	Faculty	Total F-T Employees	In-State Students	Total Students
Ind. 2-yr. Inst.	408	1,145	4,528	7,184
Comm. Colleges	1,608	3,877	49,434	49,726
Ind. 4-yr. Inst.	2,146	6,049	26,480	43,084
Regent Univ.	3,748	17,791	49,986	66,294
Total	7,910	28,862	130,428	167,702

Source: Iowa College Student Aid Commission

- A significant share of employees are supported by sources other than Iowa taxpayers. Among these sources are federal grants and contracts, private gifts, patient revenues, and payments by students.

Implications for Iowa Higher Education

- Student access/choice to higher education is hindered by inability to pay tuition and by unmet need for student aid
- The continuing economic health of public and private institutions in Iowa is essential to the continued vitality of the state's economy, particularly in areas where a college or university is a principal employer
- Higher education has significant capacity to educate students

Key Data and Trends

- Iowa is restructuring toward a service economy but is still driven by agriculture
  - The Iowa Agricultural Statistics Service reports that agriculture production in Iowa totaled almost $10.2 billion in fiscal year 1991. Iowa ranked second in agricultural exports valued in fiscal year 1991 at $2.8 billion
  - Manufacturing employment has declined from 17.4% to 14.3% of total employment from 1970 to 1990
  - Service sector employment has increased from 16.9% of total employment in 1970 to 25.3% of employment in 1990
  - Predictions are that 25,780 jobs in the service sector will be created from 1990 to 1996. This represents 38.9% of all job growth over the period
- The service sectors with the highest projections for new job openings over the period 1990-1996 are shown below:

Service Sector	Jobs Created 1990-1996	Percent Increase
Health Services	6,900	6.2
Business Services (Includes Agricultural Services)	5,920	16.3
Social Services	3,980	19.2
Engineering, Accounting, Research, Management	1,980	13.1
Hotels	1,400	11.5
Educational Services	1,320	.9
Other	4,280	
TOTAL	25,780	6.3

Source: Iowa Department of Employment Services. Woods and Poole Economics, Inc.

Implications for Iowa Higher Education

- Higher Education will continue to facilitate the application of technology to agricultural production.
- Permanent changes in the structure of the employment market will increase demand for new and innovative programs addressing the needs of both traditional and nontraditional students
- Program delivery system will become more innovative, building on partnerships within higher education and partnerships between education and business

Key Data and Trends

- Collectively, Iowa's higher education institutions need to maintain close to $3 billion of physical plant assets

	Physical Plant Assets 1991*
Community Colleges	$ 335.3 M
Independent Institutions	$ 608.6 M
Regent Universities	$1,987.1 M
TOTAL	$2,931.0 M

* Values for physical plant assets are based on original values. Replacement values are generally much greater.

Source: Information Digest of Postsecondary Education in Iowa

- A climate of constraints exists in state appropriations to higher education
  - Nationally, state appropriations to higher education decreased in fiscal year 1992 for the first time in 33 years
  - Nationally, 43% of two year public institutions and 47% of four year public institutions experienced unchanging or declining budgets in fiscal year 1992
  - The Iowa state budget underwent several reductions in fiscal year 1992. A 1% sales tax increase was enacted in the 1992 legislative session to reduce the state budget deficit and lessen the need to make harmful cuts in state spending.
  - Financial pressures are causing Iowa higher education institutions to conduct program reviews to downsize, consolidate, and eliminate duplicative or unnecessary programs

Sources: *Chronicle of Higher Education*, Almanac, Vol. 39, No. 1, August 1992; Iowa Department of Management

Implications for Iowa Higher Education

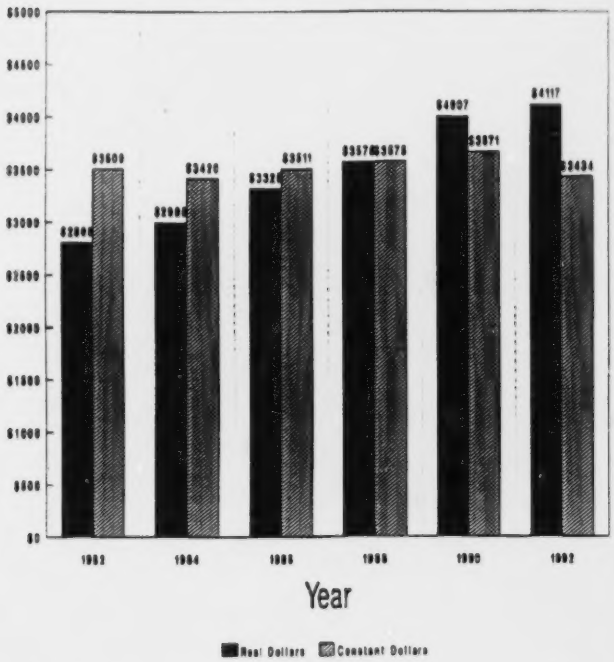
- Iowa's higher education institutions demonstrate considerable public and private funding needs just to maintain current levels of service offerings

- Higher education institutions will continue to experience financial pressures to evaluate effectiveness and efficiency and to implement more extensive public/private partnerships

Key Data and Trends

- Higher education is a top State budget priority in Iowa
  - Appropriations to higher education represented 19.2% of total general fund and lottery expenditures in fiscal year 1992
  - After adjusting for inflation, total state appropriations to higher education increased 16.7% between 1982 and 1992
  - State appropriations per resident student have fluctuated during the 1980's, but overall have remained fairly constant, after adjusting for inflation*

State Appropriations Data Per In-State Student



*Adjusted for inflation using CPI-U Index.

Sources: Department of Management
Legislative Fiscal Bureau
Iowa College Student Aid Commission

Implications for Iowa Higher Education

- State appropriations to higher education are not expected to grow significantly over the next few years
- Institutions will be required to explore alternative funding mechanisms, reevaluate priorities, and develop new partnerships
- Planning and research must take on new roles and responsibilities

Vision for Iowa Higher Education

Higher education in Iowa will be known nationally and internationally for preeminent quality. The system will provide ready access to a variety of higher education programs and services that are responsive to the individual needs of Iowa students and citizens and to the economic, cultural, and social needs of the State.

The system establishes a high priority for the efficient use of available resources by emphasizing the unique strengths of the sectors in a coordinated way.

Mission of Iowa Higher Education

The mission of higher education in Iowa is to provide access and choice among higher education programs of preeminent quality. The system accomplishes this mission by establishing a high priority for the efficient use of available resources and taking maximum advantage of the unique and complementary roles of the three sectors-- Community Colleges, Independent Colleges and Universities, and Regent Universities.

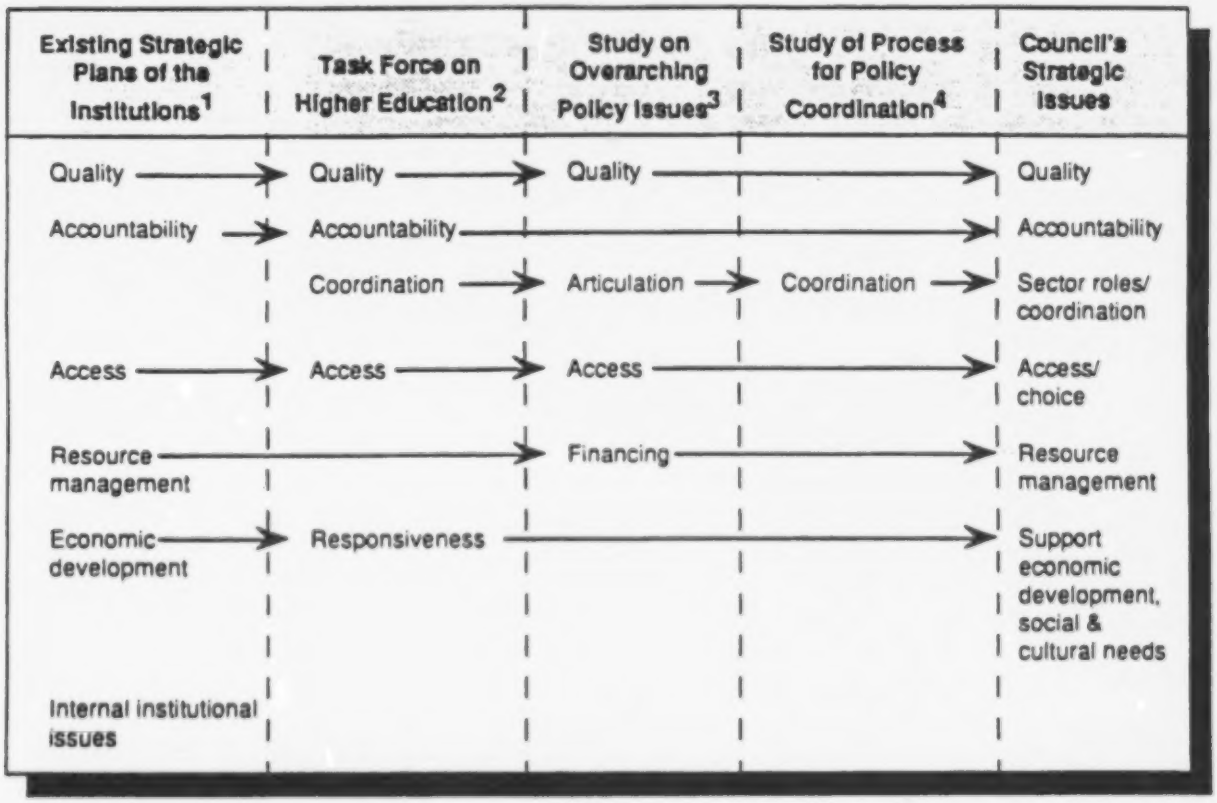
The sectors are responsive to the needs of Iowa's students and citizens and to the overall needs of the State through their distinctive roles:

The Community Colleges provide public-supported opportunities for lifelong learning; two year liberal arts, technical and vocational degree programs; training and retraining; and developmental education within their service areas. The Community Colleges also provide primary linkages with, and support to, secondary education through vocational and GED programs. In addition, Community Colleges are heavily involved in providing unique educational components for economic development and a variety of other community services throughout each of the merged areas.

The Independent Colleges and Universities, through an emphasis on teaching, provide diverse, personalized, value-based education for students in undergraduate, graduate, and professional programs as authorized by their charters and approved by their governing boards; enhance economic development; and provide community service and cultural opportunities.

The Regent Universities provide comprehensive, state-supported educational opportunities at the undergraduate, graduate, and professional levels for qualified persons; undertake basic and applied research; and provide community, professional, and economic development services.

FIGURE 3
DEVELOPMENT OF COUNCIL'S STRATEGIC ISSUES



Footnotes:

1. Based on an assessment of the existing strategic plans of all Iowa higher education institutions, conducted by the Council's work group in 1991.
2. The Task Force on Higher Education was created by the Iowa State Legislature in 1988. Its report, *"Challenge to Change"* was released in 1989.
3. *"Overarching Public Policy Issues Facing Post Secondary Education in the State of Iowa,"* commissioned by the Iowa Post Secondary Education Study Committee, was released in 1989.
4. *"Process for Policy Development and Coordination in Iowa,"* commissioned by the Iowa Post Secondary Education Study Committee, was released in 1989.

The Council's strategic planning process is built on both the recent research efforts on Iowa higher education and the strategic planning efforts at Iowa's higher education institutions in each of the three sectors.

Because one of the Council's key purposes is to encourage and coordinate the strategic planning efforts of all Iowa's higher education institutions, the Council used their existing strategic plans as a starting point for identifying the strategic issues to be addressed in the strategic plan. An analysis of these plans revealed great consistency among the institutions in the strategic issues addressed. The five common themes emerging from this analysis are listed in Figure 3. By using these common themes as a starting point for issue identification in its own strategic planning process, the Council essentially integrates these plans into an overarching strategic plan for Iowa higher education.

As illustrated in Figure 3, these same themes of quality, accountability, access and choice, resource management, and economic development are emphasized in the report of the Task Force on Higher Education and the Study on Overarching Policy Issues. An additional theme of coordination among the sectors appears in both of these studies and is reinforced by the Study on a Process for Policy Development and Coordination. The Council determined that it was imperative to echo and reinforce these themes in the overarching strategic plan for Iowa higher education.

The **environmental assessment** conducted to provide a data base for planning also reinforces many of these themes, as demonstrated in the following implications for Iowa higher education derived from the environmental assessment:

- *Iowans have high expectations for* ***quality*** *in higher education.*
- *Demands on higher education are increasing to develop performance indicators that demonstrate* ***accountability.***
- *Continued constraints on State and federal funding are likely.* This means that now, more than ever, the three **sectors** of higher education must **coordinate** their efforts to maintain quality and access in a climate of increasing resource constraint.
- *Student* ***access /choice*** *to higher education is hindered by inability to pay tuition and by unmet need for student aid.*
- *Higher education institutions will continue to experience financial pressures to evaluate effectiveness and efficiency.* This makes effective **resource management** imperative.
- *Higher education will continue to be expected to contribute to state* ***economic development*** *efforts through research and community outreach.*

In the following pages, we present the goals, objectives and strategies we have developed to address each of these issues.

Iowans are proud of their tradition of quality in higher education. The fundamental reason this Council was created is to ensure the continuance of this tradition. We believe that this is accomplished best by ensuring that the structures we have charged with governing our higher education system operate effectively. We also realize that to demonstrate quality and strive for improvement, we must first define what we mean by quality. We then need to begin to measure quality so that we can assess the success of our efforts to maintain and improve it. For these reasons we have set the following goals for Iowa higher education:

Goal

To ensure the continuance of Iowa's tradition of excellence in higher education

Objectives

- To study the governance structures of each public-supported sector and to recommend any changes necessary to maintain Iowa's tradition of excellence by 1994
- To implement a joint marketing program by 1993

Strategies

- Establish a blue-ribbon panel on governance
- Support the Coordinating Council on Post High School Education's efforts to create a joint marketing program for all Iowa higher education institutions
- Encourage institutions to develop mechanisms for students to set goals upon entry and track their progress toward them

Goal

To demonstrate quality outcomes through the measurement of student and institutional performance

Objectives

- To identify outcome-based benchmarks for quality appropriate to each sector based on student and institutional performance by January 1994
- To establish a system for measuring the annual performance of every higher education institution against these benchmarks by June1995
- To annually publicize the results beginning in September 1995

Strategies

- Assign a task force to identify outcome-based benchmarks for quality for each sector. Examples of criteria that might be used in establishing benchmarks include:
  - Student goal completion
  - Placement rates upon graduation
  - Post graduation student evaluations of institutions
  - Employer evaluation of student preparedness
  - Persistence/program completion rates to graduation
  - Number of patents/publications achieved by faculty at research institutions
  - Faculty participation rates in community service
  - Longitudinal measures of cognitive development developed for student assessment before and after their educational experience (in conjunction with the North Central Association of Colleges and Schools, Commission on Higher Education)
- Require every higher education institution in Iowa to track its performance against these measures, once established

Iowans invest considerable funds in their higher education system. To justify this investment and to demonstrate the need for continued support, our higher education system must create substantial benefits to the citizens of the State. We have therefore set the following goal for Iowa higher education:

Goal

To demonstrate that the investment in higher education made by Iowa taxpayers results in identifiable, measurable benefits to the citizens of the State

Objectives

- To identify measurements of higher education benefits to the State of Iowa by January 1994
- To establish a system for regularly measuring these benefits by June 1995
- To annually publicize and interpret the results beginning in September 1995
- To link State funding to performance as measured by quality benchmarks by 1997

Strategies

- Assign a task force to identify measurements of higher education's benefits to the State of Iowa. Examples of criteria that might be used in identifying measurements include:
  - Performance as measured by quality benchmarks
  - Number of graduates placed in Iowa
  - Economic impact analysis of each institution
  - In-State jobs created or maintained by research and economic development activities
  - Number of cultural events and programs accessible to the general public
- Require every higher education institution to track its performance in these areas, once established

Each of the three sectors of higher education in Iowa plays a unique role in our higher education system. While each sector serves multiple purposes, community colleges focus on comprehensive two-year degree programs (occupational and transfer) as well as adult and community noncredit education programs; the independent colleges and universities are known for liberal arts programs with an emphasis on teaching; and the Regent universities focus on both undergraduate and graduate programs and research. In the current climate of escalating costs and resource constraints we need to minimize unnecessary duplication among the sectors and encourage the sectors to work together in a coordinated way to provide a vital and efficient higher education system. We therefore set the following goal for Iowa higher education:

Goal

To preserve, enhance, and communicate the unique and complementary role of each sector

Objective

To strengthen procedures by June 1993 to minimize unnecessary duplication among the sectors

Strategies

- Identify and minimize unnecessary duplication among the sectors of higher education
- Determine the feasibility of sharing resources among the sectors and implement resource-sharing initiatives, when feasible
- Coordinate community outreach within and among the sectors
- Facilitate and streamline the articulation process for students transferring between sectors and institutions

Because higher education enhances the quality of life of all our citizens and helps them achieve their greatest potential, we believe that all Iowans should be provided access to higher education. Iowans should also be able to choose from among various higher education alternatives to select one that is best suited to their needs and abilities. Our environmental assessment indicates that the percentage of Iowans holding four-year college degrees is significantly under the national average, and that access/choice to higher education in Iowa is hindered by considerable unmet need for student aid. The assessment further points to the relative lack of cultural diversity on our campuses. We therefore set the following goals for Iowa higher education:

Goal

To provide Iowans with access/choice to higher education appropriate to their personal and academic needs and abilities

Objectives

- To explore alternative student financing mechanisms and report findings by December 1993
- To increase the percentage of Iowans with four-year college degrees to equal the national average by the year 2000 and to exceed the national average by the year 2010

Strategies

- Assign a task force to explore and report on alternative student financing mechanisms
- Determine the social, financial, and academic needs of students at the State and local levels
- Ensure that state financial aid is available to all students demonstrating need
- Ensure that the public adequately understands the educational alternatives available to them in Iowa
- Ensure that the higher education delivery system is appropriately geographically dispersed
- Explore the possibility of recovering a greater percentage of costs through tuition from those students demonstrating the ability to pay

Goal

To enhance the cultural diversity of Iowa higher education by increasing the participation and retention rates of minorities

Objectives

- To enhance cultural diversity by increasing minority participation in higher education by 10% per year over the next five years
- To enhance cultural diversity by increasing the retention rate among minority students by 10% per year over the next five years

Strategies

- Actively develop and recruit minority faculty members
- Actively recruit minority students from Iowa
- Broaden the curriculum to address cultural diversity
- Develop social and academic support networks for minority students
- Encourage institutions to develop policies supporting a positive climate for minorities on the campuses

Our environmental assessment indicates that a high degree of uncertainty exists regarding future levels of State appropriations. Given this uncertainty, we need to effectively and efficiently manage our existing resources to ensure that we achieve the greatest possible outcomes with the resources we have. We therefore set the following goal for Iowa higher education:

Goal

To work to ensure the most efficient use of resources within higher education in Iowa

Objectives

- To have each public-supported sector adopt a resource allocation plan that gives highest priority to programs most integral to their missions by 1994
- To implement at least one new statewide resource-sharing initiative by 1994
- To maintain inflation-adjusted state funding at least at current levels

Strategies

- Pursue the sharing of learning resources and communications technology among institutions whenever feasible
- Explore collaborative arrangements with higher education institutions beyond state borders
- Identify unnecessary duplicative program offerings and consolidate when feasible
- Explore new and alternative sources of funding
- Encourage conservation of natural resources at all institutions

Support Economic Development, Social and Cultural Needs

Our higher education institutions improve the economic vitality of the State and enhance the quality of life of Iowans in many ways including basic and applied research, job training, and retraining, cultural events, and lifelong education programs. We express our continued commitment to this role for higher education in the following goal:

Goal

To make a substantive contribution to Iowan's economic development and cultural enhancement efforts

Objectives

- To expand the focus of the Business Education Roundtable to encompass higher education by June 1993
- To ensure that basic preparedness in the skills necessary for success in the workplace in the twenty-first century is used as a criteria in program reviews conducted at the institutions by 1994
- To implement at least one additional program using biomedical and agricultural research to achieve demonstrable new business/job creation by 1994

Strategies

- Expand the focus of the Business Education Roundtable to encompass higher education
- Increase basic and applied research in targeted areas at research institutions
- Increase transfer of technology from research institutions to industry
- Utilize the resources of higher education institutions to help attract new business to the State and retain existing business in the State
- Encourage collaborative research for economic development purposes
- Encourage institutions to use workplace preparedness as a criteria in conducting program reviews

FIGURE 4
IOWA HIGHER EDUCATION STRATEGIC PLANNING COUNCIL
IMPLEMENTATION TIMELINE

	1993				1994				1995				1996			1997
	Mar.	Jun.	Sep.	Dec.	Jan.	Jun.	Sep.	Dec.	Mar.	Jun.	Sep.	Dec.	Mar.	Jun.	Sep.	Dec.
Highest Priority																
Quality task force	Appoint members	Issue workplan/ interim report			Identify quality bench marks					Establish measure-ment system	Begin publish-ing results					
Accountability task force	Appoint members	Issue workplan/ interim report			Identify measures					Establish measure-ment system	Begin publish-ing results					Link state funding to perform-ance
Access/choice task force	Appoint members	Issue workplan/ interim report		Issue alternative financing report			Increase minority participa-tion/ retention				Increase minority participa-tion/ retention				Increase minority participa-tion/ retention	
Blue ribbon panel on governance		Appoint members	Issue workplan/ interim report					Issue initial report								
Other																
Joint marketing program				Implement												
Duplication		Strengthen procedures														
Resource sharing					Sector resource allocation plans			Implement one initiative								
Economic development		Expand role of Round table					Address program reviews	Implement one initiative								

To implement the strategic plan, the Council has developed action plans which will assign specific responsibilities, resources, and due dates for completion of the objectives listed in the plan. The strategic plan calls for the creation of three task forces and one blue ribbon panel to guide the implementation process of those objectives that we consider our highest priorities. A member of the Council has been chosen to chair each task force. Each task force will be comprised of seven members, including:

- A member of the Council, serving as chair
- An education institution president from each of the three sectors
- Three members of the public

A **Quality Task Force**, has been created to fulfill the following Council objectives relating to Quality:

- To identify outcome-based benchmarks for quality appropriate to each sector based on student and institutional performance by January 1994

- To establish a system for measuring the annual performance of every higher education institution in Iowa against these benchmarks by June 1995

- To annually publicize the results beginning in September 1995

Serving on the Quality Task Force will be:

Dr. David Buettner, President, North Iowa Area Community College
Dr. Catherine Dunn, President, Clark College
Dr. Martin Jischke, President, Iowa State University
James A. Autry, Des Moines
Marvin E. Mazie, Des Moines
Norma Schmoker, Fort Dodge

An **Accountability Task Force**, chaired by Ms. Marcia Dudden, has been created to fulfill the following Council objectives relating to Accountability:

- To identify measurements of higher education's benefits to the State of Iowa by January 1994

- To establish a system for regularly measuring these benefits by June 1995

- To annually publicize and interpret the results beginning in September 1995

- To link state funding to performance as measured by quality benchmarks by 1997

Serving on the Accountability Task Force will be:

Dr. Norman Nielsen, President, Kirkwood Community College
Dr. Michael Ferrari, President, Drake University
Dr. Hunter Rawlings, President, University of Iowa
Jeff Eaton, Waterloo
Diane K. Powell, West Des Moines
Larry Pugh, Waterloo

An **Access/Choice Task Force**, chaired by Dr. John Hartung, has been created to fulfill the following Council objectives relating to Access and Choice:

- To explore alternative financing mechanisms and report findings by December 1993

- To increase the percentage of Iowans with four-year college degrees to equal the national average by the year 2000 and to exceed the national average by the year 2010

- To enhance cultural diversity by increasing minority participation in higher education by 10% per year over the next five years

- To enhance cultural diversity by increasing the retention rate among minority students by 10% per year over the next five years

Serving on the Access/Choice Task Force will be:

Dr. Lyle Hellyer, President, Indian Hills Community College
Dr. David Marker, President, Cornell College
Dr. Constantine Curris, President, University of Northern Iowa
Marlene Behm, Cedar Falls
Don Byers, Newton
Clarice Hobgood, Fort Dodge

In addition to the three task forces, the Council's strategic plan calls for the creation of a five-member **Blue Ribbon Panel on Public Sector Governance** to study the governance structures of each public-supported sector and recommend to the Council any changes necessary to maintain Iowa's tradition of excellence. The Panel will be comprised of appointees outside the field of higher education. Appointments to the Panel will be made shortly.

While task forces and panels have been created to immediately address the top priority issues of quality, accountability, access/choice, and governance facing higher education, the strategic plan also includes other time-specific objectives. Figure 4 provides an implementation timeline for meeting our objectives through 1997. The Council will report annually on the progress made by the task forces and others responsible for plan implementation, and regularly update and revise the strategic plan.

Appendix: Descriptions of the Three Sectors of Higher Education in Iowa

Community Colleges

Community colleges, as one sector of higher education, have a multifaceted mission as specified by the Code of Iowa. A statewide system of comprehensive community colleges, to be governed by locally elected boards of trustees, was established by the General Assembly in 1965 to provide a variety of educational opportunities and services for persons within each of fifteen merged areas. These colleges were created to be teaching institutions and, as such, have focused on promoting teaching and learning from their inception. It is the mission of Iowa's community colleges to offer quality programs, courses and services to meet the different community interests, student abilities, and personal objectives of citizens of all ages and levels of education for the purpose of improving the quality of life, the economic conditions, and the public welfare of our State.

As outlined in 260C.1 of the Iowa Code, the mission of Iowa's community colleges is to provide the first two years of college work; up to two years of vocational and technical training; programs for in service training and retraining of workers; student personnel services; community service; training and retraining, and all necessary preparation for productive employment of all citizens; and vocational education for persons who have academic, socio-economic or other handicaps that can be barriers to success in college programs. The mission also includes the provision of high school completion programs for students of post-high school age; programs for all students of high school age who may best serve themselves by enrolling for vocational and technical training while also enrolled in a local high school; and vocational and technical training for adults who have not completed high school. In addition, community colleges have been charged (Code of Iowa 260E and 260F) with providing training for business and industry and they serve as a major resource in promoting regional and statewide economic development.

Providing access to all students by maintaining the ``open door'' and, at the same time, providing opportunities for those students to successfully meet their educational objectives through high quality educational programs and services is a traditional hallmark of the community college. In addition, community colleges are unique in their ability to be responsive to their respective communities. They are flexible and innovative in the use of instructional technologies and the development of public-private partnerships to deliver educational services, consistently innovative in developing and delivering high quality programming, and clearly have been able to match expertise to the needs of constituent groups.

Community Colleges enrolled 19,039 students in one of 624 Vocational/Technical programs, and 33,166 in Arts/Sciences programs in the fall of 1991. Combined credit enrollment in Iowa's Community Colleges now exceeds 52,000 annually. In addition, total headcount enrollment in continuing education is in excess of 500,000 per annum. Of this number, over 80% are in Vocational/Supplemental/Upgrading courses.

State oversight for the community college system is the responsibility of the Iowa State Board of Education, which is also the State Board for Community Colleges. The Board has responsibility

Appendix: Descriptions of the Three Sectors of Higher Education in Iowa

Independent Colleges and Universities

Since their beginnings in 1839, seven years before the territory achieved statehood, Iowa's not-for-profit independent colleges and universities have established a record of excellence in teaching, advancing knowledge, and serving Iowa and the greater society.

Initially these colleges and universities recruited faculty scholars whose primary mission was to teach students in the liberal arts and sciences. While this remains the primary emphasis, these institutions now collectively support scholarly, creative and artistic endeavors in more than 100 fields at the undergraduate, graduate and professional degree levels.

The focus of Iowa's independent colleges and universities is on teaching and nurturing students. Personal relationships and individual attention are hallmarks of an independent college education. Faculty monitoring is a key component of the educational experience and is complemented by an educational philosophy that seeks to develop the whole person. To meet this goal, colleges and universities blend programs in the humanities, fine arts and social and natural sciences with professional and pre-professional programs and co-curricular opportunities to nurture students who, as responsible citizens, will shape society in the future.

Iowa's 38 independent colleges and universities provide educational opportunities on campuses in 25 communities across the State while an additional 22 communities are home to off-campus satellite centers. Each campus community is enhanced economically and culturally by the college's presence. Ranging in enrollment from under 100 to over 8,000, Iowa independent institutions are as diverse as their students, who come from all 50 states and more than 100 nations. A third of those enrolled are over the age of 24.

Current minority and international enrollments total 4,259 or 8.3 percent of the combined enrollment

Independent colleges and universities are themselves dynamic communities, which provide plentiful opportunities for expression, involvement and leadership as well as rich conversations across disciplines which create and nourish meaningful connections between people and ideas.

While enrolling slightly more than a quarter of all postsecondary students in Iowa, independent colleges and universities confer nearly half of all baccalaureate degrees. In the most recent year, this included a majority of all bachelor's degrees in business administration, mathematics, sciences, foreign languages, international relations, nursing, and teacher education.

Nearly 60 percent of the students who enter these colleges as freshman earn degrees in four years, a rate 50 percent higher than for all institutions nationally. More than 70 percent of the number of Iowa resident graduates of the classes of 1990 and 1991 stayed in Iowa to work or to pursue further education. One of every five graduates immediately moves on to graduate or professional studies, and last year 95 percent of all graduates entered the workforce or began graduate study within six months of graduation.

Exemplifying excellence, diversity and a commitment to the values of an education in the liberal arts, Iowa's independent colleges and universities continue to produce caring and informed citizens who think critically, communicate well and adapt creatively to change. This is their heritage, and this is their continuing commitment.

Regent Universities

Three public universities established by the Iowa General Assembly in the middle of the nineteenth century provide education, research, and services to the Iowa community. These universities are governed by the State Board of Regents and attract students from all Iowa counties, from across the nation, and around the world.

Each university has developed unique areas of emphasis in addition to broad liberal arts and sciences and has attracted distinguished faculty. The University of Northern Iowa emphasizes quality undergraduate education with outstanding programs in teacher preparation. Iowa State University emphasizes superior programs in engineering and technology. The University of Iowa emphasizes excellence in the arts, biomedical science, creative writing, specialized health services, and space physics. The three universities also provide unique advanced graduate training and research which makes major contributions to the economic development of the state, the nation and the world.

By building on its historic strength in teacher education, the **University of Northern Iowa** developed a number of outstanding programs in the Colleges of Business Administration, Natural Sciences, Humanities and Fine Arts, and Social and Behavioral Sciences. The University of Northern Iowa emphasizes undergraduate education in a premier learning environment. All classes are taught by distinguished faculty and close relationships among students and faculty are developed through research projects and scholarly activities.

Current growth and vitality have attracted over 13,000 diverse students to the 850 acre campus in Fall 1992. In addition to its mission of education, Northern Iowa's services for Iowa's businesses and communities contribute to business expansion, community improvements, creation of jobs, and the conservation of natural resources and the environment.

As Iowa's land grant institution, **Iowa State University of Science and Technology** provides high quality educational programs that combine the practical curricula of agriculture, engineering and the sciences with the arts and humanities. For 1992, its more than 25,000 students from around the world receive the educational advantages of a major university in a campus environment with the feel of a small college.

Iowa State University played a singular role in the creation of the original land-grant outreach mission more than 100 years ago. Today, Iowa State University is developing technology transfer systems for the twenty-first century. Since 1985, Iowa State University established major research initiatives in agricultural biotechnology, food science and nutrition, non-destructive evaluation and microelectronics.

The University of Iowa is a leader in undergraduate teaching, professional and graduate programs, the creative arts, and in scholarly and scientific research. The University of Iowa was the first public institution of higher education in Iowa, and in 1855 was the nation's first public institution to admit women and men on an equal basis. Over 27,000 students from around the world are enrolled in the University's 10 colleges as of fall 1992. The largest college is Liberal Arts which offers quality undergraduate programs in the sciences, humanities and the arts. There are 90 degree programs in the Graduate College, 58 of which lead to doctoral degrees. Professional degree programs are provided through the Colleges of Business Administration, Dentistry, Education, Engineering, Law, Medicine, Nursing, and Pharmacy. The University of Iowa is active in technology transfer and has a business incubator, a research park, and a program to promote research collaboration with industry.